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AUTHOR	Vivian, Neal E.
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ABSTRACT

To upgrade research and research utilization competence of vocational educators, The Center for Vocational and Technical Education and The American Vocational Association planned four 1-week research training programs on: (1) Planning Vocational/Technical Education Programs Based on Manpower Research, (2) Patterns of Career Development as Applied to Vocational/Technical Education, (3) Evaluation of Vocational/Technical Education Program Effectiveness, and (4) Student Characteristics: A Determinant for Program Planning and Development. Summaries of evaluations of participants and staff are included in this report. Based on feedback from the participants, it is recommended that more research training seminars be held. A related document is available as ED 020 416. (JS)

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FINAL REPORT

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SPECIAL PROJECT FOR RESEARCH TRAINING IN VOCATIONAL EDUCATION: RESEARCH TRAINING SERIES

Neal E. Vivian
Program Director

The Center for Vocational and Technical Education
The Ohio State University

Columbus, Ohio

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SUMMARY

The Center for Vocational and Technical Education, in cooperation with the Research Committee of the American Vocational Association, formulated long-range objectives for research training programs. Based upon these objectives, the principal purpose of the 1968 Seminar for Research Training in Vocational Education was to upgrade the research and research utilization competencies of participants employed in or preparing for employment in vocational education positions.

Four one-week training programs were held at selected host universities.

The major content topics covered during each of the seminar programs were as follows:

Program A - Planning Vocational-Technical Education Programs based upon Manpower Research

(a) Scope and function of research in the study of manpower needs.

(b) Assessing manpower requirements by industry and occupation.

(c) Utilizing existing labor market information in local program planning.

(d) Collecting manpower data.

(e) Working with government and community organizations in collecting and utilizing labor market data.

Program B - Patterns of Career Development as Applied to Vocational-Technical Education

(a) Current theories of career development.

(b) Identification of student job images and expectations, and the determination of their relationships to employer's and

vocational educator's job images and expectations.

(c) Predictor variables: success, achievement, tenacity.

(d) Overview of current practices in investigating self concepts of students.

(e) Research and statistics applicable to the identification of the limitations, if any, vocational education imposes upon students future educational and vocational development.

(f) Research and statistics applicable to identifying and employing career development information in the improvement of vocational and technical education.

(g) Articulation of program offerings.

(h) Placement and work adjustment patterns.

Program C - Evaluation of Vocational-Technical Education Program Effectiveness

(a) Nature and scope of evaluation.

(b) Research and statistics appropriate to evaluation procedures and to the analysis of data.

(c) Types of evaluation in terms of procedures, designs and the outcomes which are evaluated.

(d) Criteria for instrument selection and development.

Program D - Student Characteristics: A Determinant for Program Planning and Development

(a) Student assessment in program planning and development.

(b) Presently used tools and techniques for student assessment.

(c) Research and statistics appropriate to assessment of student aptitude, interests, personality, etc.

(d) Criteria for selection or development of instruments and

procedures necessary for student assessment.

(e) Incorporating student information into program plans and curriculum development.

(f) Research and statistics applicable to measuring the effects of peer groups and other socio-cultural and economic influences on instruction and instructional outcomes.

The individual program objectives were:

(a) "Planning Vocational-Technical Education Programs based upon Manpower Research" program provided group experience in developing a conceptual framework for planning vocational-technical education programs based upon manpower research. Knowledge and skill objectives included: implications of manpower information for vocational-technical program planning; recognition of the difference between the objectives and content of vocational-technical education programs based on manpower data and those programs based on other criteria; increased competence in the use of appropriate research designs and techniques; and, the ability to identify and evaluate resources to facilitate manpower program planning at the local level.

(b) "Patterns of Career Development as Applied to Vocational-Technical Education: provided group experience in developing a conceptual framework for program planning and articulation based upon career development research. Knowledge and skill objectives included: understanding of the process and problems of incorporating career development information into vocational-technical education; increased competence in the use of research methods which can be used for program development based upon realistic career

patterns of students; and, knowledge of selected methods and tools useful in understanding student self concepts and occupational choice making processes.

(c) "Evaluation of Vocational-Technical Education Program Effectiveness" program provided experience in making use of research methodology and results which can be used in evaluation of vocational-technical education programs. Knowledge objectives included: understanding of the objectives and scope of vocational education evaluation; and, acquaintance with selected research designs, methodologies and tools useful in program evaluation.

(d) "Student Characteristics: A Determinant for Program Planning and Development" program provided group experience in developing a conceptual framework or model for program planning and development based upon student characteristics. Knowledge and skill objectives included: recognition of the influence of student characteristics upon vocational-technical education offerings and outcomes; acquaintance with selected designs, methodologies and tools; and, increased competence in the use of research and results which are helpful in determining student characteristics and needs.

Candidates for the training program who were employed in or were preparing for positions in vocational education were given preference. A concerted effort was made to assign the selected participants to the program listed as their first choice, and to balance the programs between researchers and practitioners. The utilization of this procedure facilitated the adaptation of instructional content to participants' needs. Each of the seminar programs was supervised

and conducted by a director and an associate director from the host university. The instructional staffs consisted of outstanding national leaders and consultants in vocational education and research with particular expertise in their specific research training area. The lecture, group discussion, and use of the practical problem served as the primary instructional vehicles. Staff meetings were held periodically throughout each of the seminar programs to provide feedback to the program coordinators; participant needs served as the basis for determining any program adjustments.

Program evaluations indicated participant satisfaction with seminar objectives and outcomes. Participants rated the information and materials presented as useable and approrpiate to their needs.

Based upon indicated participant benefits and the expressed participant desire for additional training programs, it is recommended that further appropriate research training activities be conducted.

INTRODUCTION

Background of the Vocational Education Research Seminars

In 1961, The Research Committee of the American Vocational Association established as a top priority activity the initiation of an in-service training program for the development of research competencies of persons who were interested in or were engaged in the conduct and/or administration of research in vocational education. It was recognized that researchers in vocational education needed administrative support and adequate funds available to conduct research projects. The Research Committee chose as its major objective to develop within administrators, supervisors, teacher-educators and potential researchers (1) a positive acceptance of research results, and (2) the desire and ability to engage in research activities.

The success of a one week vocational education research seminar on research design, planned and conducted in cooperation with personnel in the U.S. Office of Education and Purdue University for the purpose of achieving these objectives, indicated a definite need for continuing the effort. An identification and description of the efforts which have been most effectively carried out to date follows:

1963

Location:	Purdue University
Program:	"Research Design Techniques"
Purpose:	To achieve the objectives stated by the Research Committee in 1961.
Participants:	The Research Committee selected vocational educators from each branch of vocational education, representing every region of the United States.

The seminar tended to develop a favorable climate toward research and participants indicated a definite need for continuing the effort. All those persons invited did attend, with travel and subsistence expenses paid by the participants or by their states.

1964

Location:	Pennsylvania State University
Program:	"Research Design Techniques"
Purpose:	To achieve the objectives stated by the Research Committee in 1961.
Participants:	The selection was by the same method as that used the previous year.

Location:	University of Illinois
Program:	"Identification of Research Resources"
Purpose:	To emphasize the contribution of the social sciences to vocational education research.
Participants:	The participants of the 1963 research design seminar were the invited participants of this seminar.

Location:	Ohio State University
Program:	"Role of Administration in Research"
Purpose:	To generate more interest, and to increase involvement on the part of state vocational education directors and of the various university department heads.
Participants:	Administrators of vocational education research selected by the Research Committee.

The three seminars increased the participants enthusiasm for research in addition to developing and increasing their research knowledge and skill. That a favorable climate toward research had in fact been effected by the 1963 research design seminar is shown by these same participants' enthusiasm to return for a second seminar, "Identification of Research Resources". All of the 1964 participants were selected by the Research Committee and were invited by the host university. The United State Office of Education provided some financial support for the seminars, but participants travel and subsistence expenses were paid by the participants or by their states.

1965

Location: University of Nebraska
Program: "Interdisciplinary Resources for Research"
Purpose: To analyze the role of the social sciences in vocational education research.
Participants: The participants of the 1964 research design seminar were the invited participants of this seminar.

Location: Michigan State University
Program: "Proposal Evaluation" and "Research Methodology"
Purpose: The evaluation of proposals, research methodology, and the contribution of psychology, sociology and economics to research in vocational education.
Participants: Most of the previous participants from the 1963 Purdue seminar and the 1964 University of Illinois seminar were in attendance.

One major contribution to these seminars was the financial support from P.L. 88-210, Section 4(c). These funds made it possible to obtain more and better consultants for the seminars and to reimburse participants for travel, meals and room. The availability of money for research in vocational education created a significant increase in interest and involvement in research. This interest is reflected in the fact that six research seminars were conducted during the following year.

1966

Location: Colorado State University
Program: "Tests and Measurements"

Location: Cornell University
Program: "Research Design Techniques"

Location: North Carolina State University
Program: "Research In Occupational Mobility and Migration"

Location: Ohio State University
Program: "Operation and Management of Research Coordination Units"

Location: University of Georgia
Program: "Designing Curriculum Development Research Projects"

Location:	University of Illinois
Program:	"Research Techniques for Evaluating Curricula"
Overall Purpose:	To develop further the research knowledge, competencies and interests engaged in, or soon to become engaged in, research in the field of vocational education.
Participants:	Applications were taken on a nation-wide basis and a selection committee composed of the Research Committee and a staff from the United States Office of Education selected participants for each of the seminars on the basis of individual indicated preferences.

Evaluation of the seminars indicated successful accomplishment of the purposes set forth for the seminars. The development of the seminar programs around problem areas provided an effective means of accomplishing the objectives. As a result, it was concluded that seminar programs should be based upon topics or problem areas in vocational education as well as research methodology and statistics. Individual needs of vocational educators could best be met in this manner.

Evaluation of the vocational education research seminars conducted in 1963, 1964, 1965, and 1966, indicated that their purposes had been met. The seminar participants were enthusiastic about the programs and in fact became more active in research project in their various institutions and agencies.

There still remained, however, a serious shortage of qualified and available researchers, and vocational educators recognized the need to increase their knowledge of and competence in research. States had difficulty filling available Research Coordinating Unit positions with persons meeting the minimum desired qualifications. Institutions

of higher learning throughout the nation were experiencing similar staffing problems. The necessity of continued in-service assistance in developing and expanding research competencies of vocational educators became increasingly apparent.

Purpose of Seminars

The long-range objectives of the research training programs were established in a cooperative effort between the American Vocational Association and The Center for Vocational and Technical Education. These have become the major objectives of these research training programs and are:

- to further the efforts for developing the research knowledge and competencies of individuals now engaged in or soon to become engaged in research activities in the field of vocational education
- to develop and strengthen research training staffs
- to encourage and stimulate the efforts of institutions striving for greater excellence in education research training
- to increase the number of persons qualified to do vocational education research
- to provide means of in-service training that will enhance the research competencies of vocational education staff members across the nation without foregoing their services to educational agencies for long periods
- to stimulate research activity in priority vocational education problem areas

The principal purpose of these programs was to upgrade the research and research utilization competencies of participants who are employed or preparing for employment in vocational education positions. To accomplish these purposes, four problem-centered areas were selected:

(1) Planning Vocational Education Programs Based upon Manpower Research

(2) Patterns of Career Development as Applied to Vocational Education

(3) Evaluation of Vocational Technical Education Program Effectiveness

(4) Student Characteristics: A Determinant for Program Planning and Development.

Development of Seminar Project for 1968

Four training programs were planned in a cooperative effort between the American Vocational Association and The Center for Vocational and Technical Education, and a proposal was submitted by The Center for Vocational-Technical Education. The proposal outlined a special training project for the coordination and conduct of four, one-week research training programs with the focus of each on vocational education. Four host universities were selected in terms of their physical, education and research facilities, as well as their staff competencies.

All programs were organized with the same basic format. The programs were five days in duration, beginning Sunday evening and concluding Friday noon. The individual programs were supervised and conducted by a director and an associate director from the host institution.

The individual program development in terms of administrative staff, location, dates, specific objectives and major content topics follows:

Program A — PLANNING VOCATIONAL-TECHNICAL EDUCATION PROGRAMS BASED UPON MANPOWER RESEARCH
Pennsylvania State University
University Park, Pennsylvania
October 26-31, 1969

Director: Dr. Jacob J. Kaufman
Professor of Economics
Director, Institute for Research in Human Resources
Pennsylvania State University
University Park, Pennsylvania

Associate Director: Dr. Carl J. Schaefer, Chairman
Department of Vocational-Technical Education
Rutgers, The State University
New Jersey

Participant Objectives

- Recognition of the difference between the objectives and content of vocational-technical education programs based on manpower data and those programs based on other criteria.
- Understanding of the influence and implications of national, state, and local manpower information in determining needs for specific vocational-technical programs.
- Increased competence in the use of research designs, tools, and techniques which will be useful in studying manpower needs.
- Ability to identify and evaluate selected resources available to local program planners which can facilitate vocational education program planning based upon manpower data.
- Group experience in developing a conceptual framework or model for planning vocational-technical education programs based upon manpower research.

Major Content Topics

The scope and function of research in the study of manpower needs.

Assessing manpower requirements by industry and occupation: Projecting historical trends, effects of national and state influences, estimating the effects of changing employment.

Utilizing existing labor market information in local program planning: sources, types and forms of data, validity and usability of data.

Collecting manpower data:

a. development of instruments for collecting data for use in educational planning.
b. criteria for selecting among available instruments and procedures in manpower research (prediction, occupational statistics, occupational data requirements for educational planning, etc.).
c. research methodologies and statistics appropriate to the collection and analysis of labor market information (employment forecast surveys, measurement and interpretation of job vacancies, etc.).
d. utilizing the results of occupational and testing research programs, data on placement, counseling and other present manpower services.

Working with government and community organizations in collecting and utilizing labor market data.

Program B — PATTERNS OF CAREER DEVELOPMENT AS APPLIED TO VOCATION TECHNICAL EDUCATION
University of Missouri
Columbia, Missouri
August 3-8, 1969

Director: Dr. Norman C. Gysbers
Associate Professor of Education
University of Missouri
Columbia, Missouri

Associate Director: Wilbur R. Miller, Chairman
Department of Practical Arts and Vocational-Technical Education
University of Missouri
Columbia, Missouri

Participant Objectives

- Understanding of the objectives, content, and outcomes of vocational-technical education which takes into account career patterns of students.
- Familiarity with the interrelation of research and the process and problems of incorporating career development information into vocational-technical education.
- Increased competence in use of research methods and results which can be used for program development based upon realistic career patterns of students.
- Acquaintance with selected designs, methodologies and tools which are considered useful in understanding student self concepts, reality testing, occupational images, and choice making processes.
- Group experience in developing a conceptual framework or model for program planning and articulation based upon career development research.

Major Content Topics

Current theories of career development.

Identification of student job images and expectations, and the determination of their relationships to employer's and vocational educator's job images and expectations.

Predictor variables: success, achievement, tenacity.

Overview of current practices in investigating self concepts of students, their reality testing, career patterns, choice-making and vocational development.

Research and statistics applicable to the identification of the limitations, if any, vocational education imposes upon student's future educational and vocational development.

Research and statistics applicable to identifying and employing career development information in the improvement of vocational and technical education.

Articulation of program offerings.

Placement and work adjustment patterns.

Program C — EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION PROGRAM EFFECTIVENESS
University of California
Los Angeles, California
August 17-22, 1969

Director: Dr. Melvin L. Barlow
Professor of Education
Director, Division of Vocational Education
University of California
Los Angeles, California

Associate Director: Dr. Bruce A. Reinhart
Associate Professor of Education
Division of Vocational Education
University of California
Los Angeles, California

Participant Objectives

- Understanding of the objectives and scope of vocational education evaluation.
- Knowledge of the interrelation of research and evaluation
- Acquaintance with selected research designs, methodologies and tools which are considered useful in developing systems for evaluating the effectiveness of vocational-technical education programs.
- Experiences in making use of research methodology and results which can be used in evaluation of vocational-technical education programs.

Major Content Topics

Nature and scope of evaluation.

Research and statistics appropriate to evaluation procedures and to the analysis of data.

Types of evaluation in terms of procedures, designs and the outcome which are evaluated (follow-up, etc.)

Criteria for instrument selection and development

Program D — STUDENT CHARACTERISTICS: A DETERMINANT FOR PROGRAM PLANNING AND DEVELOPMENT
University of Minnesota
Minneapolis, Minnesota
October 6-10, 1969

Director: Dr. Howard F. Nelson, Chairman
Department of Trade and Industrial Education
University of Minnesota
Minneapolis, Minnesota

Associate Director: Jack C. Merwin, Assistant Dean
Professor of Education Psychology
University of Minnesota
Minneapolis, Minnesota

Participant Objectives

- Understanding of the differences between vocational-technical education programs planned and developed upon the basis of student characteristics and those programs based on other criteria.
- Recognition of the relative influence of student characteristics upon vocational-technical education offerings and outcomes.
- Acquaintance with selected designs, methodologies and tools which are utilized to develop systems and procedures for determining student characteristics and needs.
- Increased competence in the use of research methods and results which are helpful in determining student characteristics and needs.
- Group experience in developing a conceptual framework or model for program planning and development based upon student characteristics.

Major Content Topics

The place and function of student assessment in program planning and development.

Presently used tools and techniques for student assessment.

Research and statistics appropriate to assessment of student aptitude, interests, personality, etc.

Criteria for selection or development of the instruments and procedures necessary to assess student characteristics and needs.

Incorporating student information into program plans and curriculum development.

Research and statistics applicable to measuring the effects of peer groups and other sociocultural and economic influences on instruction and instructional outcomes.

Research and statistics applicable to identification of student images and expectations for vocational and technical education.

Selection of Participants

An eleven page seminar program announcement listing the host institution, dates, content and enrollment quota was developed along with an application form for nation-wide distribution. The announcement was mailed to state directors of vocational education (with a letter requesting that it be distributed to staff), to participants of previous programs, to directors of Research Coordinating Units, to the federal and regional offices of the United States Office of Education, to deans of schools of education, to city or other vocational supervisors, as well as to agencies and individuals named by any of the above. In addition to researchers and potential researchers, invitations were also extended to vocational educators who were in positions (e.g. city supervisors, curriculum directors, etc.) to make use of research results but who need training to utilize research tools, techniques, methodologies, and results to the best advantage. The American Vocational Journal carried an announcement of the seminar offerings and suggested that those interested could write for more information and an application form.

Factors that were considered in the selection of applicants included: education, experience, previous training, demonstrated or expressed interest in education research, current employment responsibilities, and potential for the use and application of competencies acquired at the programs. All applicants were asked to state first, second, third and fourth choice programs.

Applications were received by the project director, Dr. Neal E. Vivian, and Dr. Aaron J. Miller, both of whom were staff members of

The Center for Vocational-Technical Education at The Ohio State University. The applications were sorted into groups, and a concerted effort was made to assign the selected participants to the program listed as their first choice, and to balance the programs between researchers and practitioners. The appropriate group of applications were then submitted to the specific program directors for approval.

Information on Participants in the Four Seminars

Pertinent information was tabulated from the application forms of participants selected for each of the four vocational education research seminars. These data provide specific background information concerning institution or agency of employment, branch of vocational education and current positions of the participants.

Table 1 contains information pertaining to the affiliations or positions of participants by seminar. Substantial percentages of the participants in all four seminars were in universities affiliated with vocational education. One or more members of various state Research Coordinating Units were represented in each of the seminars.

Part two of Table 1 identifies participants by affiliate branch of vocational education. Largest representation in terms of total numbers was found in the following vocational service areas: Guidance and Counseling, Technical, Trade and Industrial, and Agriculture. Those participants listed under "Other" represented such categories as researcher, Research Coordinating Unit director, and vocational education administrator. Participating in the seminars at Pennsylvania State University and The University of California at Los Angeles were a number of persons listed as non-vocational. Representative individuals in the non-vocational listing were persons with program planning and/or evaluation responsibilities in educational, business and governmental agencies.

Table 1. Affiliations and Positions of Participants in the Four Vocational Education Research Seminars

Affiliation or Position	Numbers				
	Pennsylvania State	Missouri	UCLA	Minnesota	Total All Seminars
I. Institution or Agency					
Research Coordinating Unit	4	1	4	4	13
Higher Education (Vocational)	8	9	9	15	41
State education dept. (Vocational)	2	1	4	3	10
Higher Education (Other than vocational)	3	3	3	3	12
State education dept. (other than vocational)	0	1	1	0	2
Public schools	4	4	7	3	18
Other	3	1	0	1	5
TOTALS:	24	20	28	29	101
II. Branch of Vocational Education					
Agriculture	2	2	2	4	10
Business	0	1	3	1	5
Distributive	1	1	1	1	4
Guidance and Counsel	2	10	6	6	24
Health Occupations	0	0	0	1	1
Home Economics	2	1	1	2	6
Technical	2	0	1	2	5
Trade and Industrial	6	2	2	6	16
Other	4	1	5	4	14
Non-Vocational	5	2	7	2	16
TOTALS:	24	20	28	29	101
III. Present Positions					
Administration	4	2	7	5	18
Chairman/Head of Department	0	0	3	2	5
Evaluation	0	0	2	1	3
Research	10	3	3	4	20
Supervision	4	4	4	5	17
Teacher Education (Professor)	2	3	5	5	15
Teacher, Counselor, Instructor	2	5	2	6	15
Other	2	3	2	1	8
TOTALS:	24	20	28	29	101

Table 2. Research Involvement of Participants Attending the Four Vocational Education Research Seminars

Kind of Involvement	Numbers				
	Pennsylvania State	Missouri	UCLA	Minnesota	Total All Seminars
I. Research Projects Completed					
None	16	10	10	13	49
One	3	5	8	8	24
Two or more	5	5	10	8	28
II. Research Projects Underway					
None	16	17	18	21	72
One or more	8	3	10	8	29

Table 2 depicts the number of participants who had completed and/or were involved in research projects as compared to the number of those participants who had not been involved in research. Of the 101 participants in the four seminars 28% had completed two or more projects; 24% one project; and 49% had completed none. Research projects underway were reported by 29% of the participants.

Table 3. Degree Held by Participants in the Four Vocational Education Research Seminars

	Numbers				
	Pennsylvania State	Missouri	UCLA	Minnesota	Total All Seminars
Degree Held					
None	1	0	0	1	2
Bachelors	2	1	2	2	7
Masters	15	12	12	18	57
Doctorate	6	7	14	8	35

An analysis of the degrees held by participants indicates that the greatest number had a masters degree. Within this category, a high percentage had taken additional coursework and many of these same individuals were pursuing a doctoral degree.

Evaluation of the Program

Eighty-six of the participants completed useable evaluation sheets at the termination of the training programs. Summaries of these evaluations are included in this Final Report. The following program assessment is based upon the participant's evaluation and the observations of the training program staff.

1. Program Factors

a. Objectives

Items four and five on the participant's evaluation sheet relate to program objectives and program outcomes. Forty-two percent of the responding participants felt their prior expectations had been well met or exceeded by the program outcomes. Another forty-two percent rated program outcomes as adequate in terms of their prior expectations. The program outcomes were considered barely adequate by nine percent of the participants and to have failed completely in terms of prior expectations by seven percent of the respondents. (Table 4, page 28)

Ninety-two percent of the trainees rated the realism and attainability of the seminar objectives and outcomes as from very realistic and easily attainable to adequate. The specific percentages for each of the scale categories were: sixteen percent thought the objectives very realistic and easily attainable; forty-seven percent indicated that the objectives were capable of being accomplished by most participants; and thirty percent rated the objectives as adequate in terms of being realistic and attainable. Only three percent of the respondents rated the objectives as completely unrealistic. (Table 4, page 28)

b. Content

The participants indicated their satisfaction with the content of the four research training programs. Items six and seven on the participant's evaluation sheet relate to the content of the program. Sixty-six percent of the eighty-six responding trainees felt that the program was well related to their needs. Twenty-four percent indicated that the program could perhaps have been better in some respects, but was very adequate in their estimation. Ten percent of the respondents rated the content as being only slightly related to their needs. The fifth choice on the scale of complete unrelatedness to personal needs was not selected by any of the participants. (Table 4, page 28)

Seventy percent of the responding participants rated the content level as just about right. Twelve percent felt that the content level, while high, was acceptable and another twelve percent thought the content level to be low, but acceptable. Only six percent thought the content was either too far above or entirely too low for their needs. (Table 4, page 29)

Seventy-seven percent of the participants indicated on item eleven of their evaluation form that the program was or would be helpful or of great value in increasing their job competencies. Only one percent indicated that the program was of little or no value to the end of increased job competencies. (Table 4, page 29)

c. Staff

Items eight, nine and ten on the participant's evaluation form related to staff effectiveness and adequacy of instructional methods and aids. In a general evaluation of instruction, seventy-four

percent of the participants judged the instruction as from good to excellent. Twenty percent of the trainees thought the instruction satisfactory, and only six percent found it inadequate or poor. (Table 4, page 29)

Seventy-three percent of the trainees rated the instructional materials or texts as from good to excellent. Only two percent of the participants checked these instructional materials as being inadequate. Responses to item eight indicated that seventy-one percent of the trainees felt the opportunity for questions and discussion to be very ample. Only three percent deemed the opportunity rare and none of the participants selected the 'never' category. (Table 4, page 29)

d. Participants

The participants in the four research training seminars were involved in or interested in becoming involved in some phase of vocational education research. This common background of interest and/or experience contributed to the overall success of the programs. There were, however, wide ranges of research skills represented among the seminar participants. This situation presented a problem in arriving at a level of instruction in the course work that was challenging to all participants.

e. Organization

Ninety-eight percent of eighty-six responding participants indicated on item two that the program was adequate to excellent in terms of organization. In specific terms, nineteen percent deemed the organization excellent and in meaningful sequence, sixty-one

percent rated the program as well organized and eighteen percent thought it adequate. Only two percent thought the organization to be inadequate, and none thought it confused and unsystematic. (Table 4, page 28)

Fifty-one percent of the trainees felt that the program length was just right, according to their responses on item three. Two percent indicated that the program was much too long and six percent that the program was too short to cover the content. (Table 4, page 28)

The individual programs were evaluated by the participants in attendance. (Tables 5,6,7, and 8, pages 30,31,32, and 33)

RESEARCH TRAINING PROGRAM PARTICIPANT'S EVALUATION

Table 4

1. ORGANIZATION AND FACILITIES

a. Did you obtain sufficient advance information about the conference?

	YES	NO
Institute A	91%	7%
Institute B	88	12
Institute C	83	17
Institute D	85	15
All Institutes	87%	13%

b. Did you receive this information soon enough for making travel plans?

	YES	NO
Institute A	96%	4%
Institute B	89	11
Institute C	94	6
Institute D	100	0
All Institutes	95%	5%

c. Did you have any difficulty with the application and registration procedures?

	YES	NO
Institute A	4%	96%
Institute B	17	83
Institute C	17	83
Institute D	19	81
All Institutes	14%	86%

d. Did the program "run smoothly"? "?

	YES	NO
Institute A	96%	4%
Institute B	89	11
Institute C	89	11
Institute D	93	7
All Institutes	92%	8%

e. Were the break periods spaced properly?

	YES	NO
Institute A	91%	7%
Institute B	88	12
Institute C	100	0
Institute D	96	4
All Institutes	92%	6%

f. Did you have enough opportunity for informal conversations?

	YES	NO
Institute A	87%	13%
Institute B	89	11
Institute C	94	6
Institute D	92	8
All Institutes	91%	9%

(Table 4 Continued)

2. ORGANIZATION OF THE PROGRAM

	Excellent	Well organized	Adequate	Inadequate	Confused
Institute A	22%	65%	13%	0%	0%
Institute B	22	61	12	5	0
Institute C	11	45	38	6	0
Institute D	21	71	8	0	0
All Institutes	19%	61%	18%	2%	0%

3. PROGRAM LENGTH

	Just Right	Long, but Acceptable	Short, but Acceptable	Much too long	Too short to cover content
Institute A	48%	35%	13%	0%	4%
Institute B	61	33	0	0	6
Institute C	72	0	11	6	11
Institute D	33	55	4	4	4
All Institutes	54%	31%	7%	2%	6%

4. DEGREE TO WHICH PROGRAM OUTCOMES MET MY PRIOR EXPECTATIONS

	Expectations Exceeded	Well Met	Adequate	Barely Adequate	Completely Failed
Institute A	13%	43%	34%	10%	0%
Institute B	27	27	27	12	7
Institute C	0	28	50	11	11
Institute D	17	14	55	4	0
All Institutes	14%	28%	42%	9%	7%

5. HOW REALISTIC AND ATTAINABLE WERE THE OBJECTIVES AND OUTCOMES OF THE SEMINAR?

	Very Realistic, Easily attainable	Most participants could accomplish	Adequate	Lacking in Realism	Completely Unrealistic
Institute A	23%	47%	30%	0%	0%
Institute B	35	47	12	0	6
Institute C	6	55	27	6	6
Institute D	0	61	23	16	0
All Institutes	16%	53%	23%	5%	3%

6. APPLICABILITY OF CONTENT TO NEEDS

	Exceptionally Well related	Moderately Well related	Adequate	Only Slightly	Completely Unrelated
Institute A	21%	52%	21%	6%	0%
Institute B	38	27	22	13	0
Institute C	16	30	38	16	0
Institute D	14	66	14	6	0
All Institutes	22%	44%	24%	10%	0%

(Table 4 Continued)

7. LEVEL OF CONTENT

	About Right	High but Acceptable	Low but Acceptable	Far above Level Needed	Extremely Too Low
Institute A	77%	0%	18%	5%	0%
Institute B	77	6	6	0	11
Institute C	55	11	23	0	11
Institute D	70	30	0	0	0
All Institutes	70%	12%	12%	1%	5%

8. OPPORTUNITY FOR QUESTIONS AND DISCUSSION

	Ample	Moderate	Occasional	Rare	Never
Institute A	82%	18%	0%	0%	0%
Institute B	77	11	6	6	0
Institute C	72	23	5	0	0
Institute D	51	29	14	6	0
All Institutes	71%	20%	6%	3%	0%

9. GENERAL EVALUATION OF INSTRUCTION

	Outstanding	Good	Satisfactory	Inadequate	Poor
Institute A	33%	47%	20%	0%	0%
Institute B	33	44	11	6	6
Institute C	11	44	33	6	6
Institute D	25	59	16	0	0
All Institutes	26%	48%	20%	3%	3%

10. TEXTS OR OTHER PRINTED INSTRUCTIONAL MATERIALS

	Excellent	Good	Adequate	Need Modification	Entirely Inappropriate
Institute A	21%	52%	27%	0%	0%
Institute B	21	42	28	9	0
Institute C	0	55	45	0	0
Institute D	22	59	19	0	0
All Institutes	16%	52%	30%	2%	0%

11. CONTRIBUTION OF PROGRAM TO INCREASED JOB COMPETENCIES

	Great Value	Helpful	Moderate	Little	Valueless
Institute A	13%	77%	10%	0%	0%
Institute B	33	50	4	8	0
Institute C	11	44	23	11	11
Institute D	15	65	20	0	0
All Institutes	18%	59%	14%	5%	4%

12. MEETING ROOMS OR ACCOMMODATIONS

	Excellent	Good	Barely Adequate	Poor	Completely Inadequate
Institute A	82%	18%	0%	0%	0%
Institute B	77	16	7	0	0
Institute C	72	28	0	0	0
Institute D	33	59	8	0	0
All Institutes	66%	30%	4%	0%	0%

EVALUATION OF THE SPECIFIC MAJOR TOPICS
(Percentages)

Table 5
Program A

	Maximum Value	High Value	Moderate Value	Limited Value	No Value
National Manpower and Occupational Projections	55%	35%	10%	0%	0%
Community Manpower and Occupational Projections: A Case Study	19	33	19	19	10
New Directions in Manpower Policy	45	45	10	0	0
New Directions in Curriculum Planning	30	30	25	10	5
Workshop in Curriculum Development	25	35	10	30	0
What We Have Learned from Manpower Research	33	47	14	6	0
Summary of Reports from Individual Workshops	16	38	23	23	0
The Future of Vocational Education	52	13	35	0	0

EVALUATION OF THE SPECIFIC MAJOR TOPICS
(Percentages)

Table 6
Program B

	Maximum Value	High Value	Moderate Value	Limited Value	No Value
"Career Development - What We Know"	29%	47%	24%	0%	0%
Career Development: Implications for Vocational Education	29	52	12	7	0
Panel Reaction	7	18	43	25	7
Career Exploration Programs Kindergarten through Twelvth	32	47	7	7	7
Selecting Students for Vocational Education Programs	17	24	35	12	12
Establishing Vocational Education Programs	7	33	24	33	12
Placement: A Necessary Function in Career Development	7	58	24	11	7
Vocational Education Program Evaluation	18	25	50	7	0
Small Group Sessions	41	29	16	7	7

EVALUATION OF THE SPECIFIC MAJOR TOPICS
(Percentages)

Table 7
Program C

	Maximum Value	High Value	Moderate Value	Limited Value	No Value
Evaluation Procedures Used by a School to Study its total Program	7%	40%	33%	13%	7%
Evaluation Related to Curriculum, Materials and Facilities	0	27	33	33	7
Evaluation Related to Students	7	27	33	20	13
Small Group Discussion	13	53	20	7	7
Large Group Discussion	20	33	27	7	13

EVALUATION OF THE SPECIFIC MAJOR TOPICS
(Percentages)

Table 8
Program D

	Maximum Value	High Value	Moderate Value	Limited Value	No Value
A Conceptual Framework for Program Planning and Development	23%	58%	15%	4%	0%
Vocational-Occupational Education for the Seventies	8	24	48	20	0
Characteristics of Youth in Our Society	30	30	35	5	0
Student Learning Styles as a Determinant	25	42	29	4	0
Review of Research on Tools and Techniques Appropriate for Student Assessment	33	38	17	12	0
The Work Opportunity Center	36	32	20	12	0
The Young Worker Adjustment Problem	35	39	26	0	0
Vocational-Occupational Education in Action	21	3	38	38	0
Dinner Meeting	3	18	29	25	25
Panel Discussion	30	48	17	5	0
Small Group Activities	4	23	42	31	0

APPENDIX A

INSTITUTE PARTICIPANTS

PLANNING VOCATIONAL EDUCATION PROGRAMS
BASED UPON MANPOWER RESEARCH

Pennsylvania State University - University Park
October 26-31, 1969

Participants - Program A

Kenneth Lamont Aten, President
Mid-Plains Vocational Technical College
314 North Jeffers
North Platte, Nebraska 69101

James R. Barnes, Research Associate
Research Coordinating Unit
Graves Center, Building 1-B
Auburn University
Auburn, Alabama 36830

Clara Virginia Bert, Consultant
Research Coordination Unit
258 Knott Building
Tallahassee, Florida 32304

Irvan Chelly, Director
Adult and Vocational Education
Wilmington Public Schools
P.O. Box 869
Wilmington, Delaware 19899

Rod R. Dugger, Occupational Information Specialist
State Department of Education
Knott Building
Tallahassee, Florida 32301

Jack Jaloski, Consultant
Occupational, Vocational and Technical Education
Pittsburgh Board of Education
OVT Center - 635 Ridge Avenue
Pittsburgh, Pennsylvania 15212

Waldo Martin, Research Associate
Center for Vocational And Technical Education
1900 Kenny Road
Columbus, Ohio 43210

Joseph Matthews, Assistant Professor
Department of Economics
Room 213, 1911 Building
North Carolina State University
Box 5368
Raleigh, North Carolina 27607

John Mehrens, Project Coordinator
San Joaquin Valley Community College
2520 North Herrod Avenue
Atwater, California 95310

Robert Meisner, Associate Professor
Industrial Education
518 N. Donaldson
Stillwater, Oklahoma 74074

James McNamara, Research Associate
Vocational-Technical Education
516-A Elm Road
University Park, Pennsylvania 16802

Hilding Nelson, Director
Vocational Curriculum Services
Pennsylvania State University
405 Education Building
University Park, Pennsylvania 16802

John Roberts, Associate Professor
Vocational Education
State University College
1300 Elmwood Avenue
Buffalo, New York 14222

Theodore Rybka, Specialist
Constructional Materials
Baltimore City Public Schools
Baltimore, Maryland

Robert Scott, Teacher-Educator
School of Technology
Kansas State College
Pittsburg, Kansas 66762

Charles P. Sherck, Director of Instruction
Special School District of St. Louis County
Rock Hill, Missouri

Jay Smink, Director
Research Coordinating Unit
Bureau of Research
Department of Public Instruction
Box 911
Harrisburg, Pennsylvania 17126

Program A - Continued

Glen Stevens, Professor
Department of Agricultural Education
Pennsylvania State University
University Park, Pennsylvania 16802

Steven Sworen, Advisor
Pennsylvania Department of Education
Harrisburg, Pennsylvania

Keith Waites
Ontario Department of Education
44 Eglinton Avenue, W
Toronto

Susan Weis, Assistant Professor
Home Economics
212 Education Building
University Park, Pennsylvania 16802

Wilmer Wise, Director
Planning, Research, and Evaluation
State Department of Public Instruction
Dover, Delaware

Bernard Yabroff, Director
Career Opportunities Branch
Department of Health, Education, and Welfare
Washington, D.C.

Robert Young, Research & Development Specialist
Center for Vocational-Technical Education
1900 Kenny Road
Columbus, Ohio 43210

PATTERNS OF CAREER DEVELOPMENT
AS APPLIED TO VOCATIONAL EDUCATION

University of Missouri - Columbia
August 3-8, 1969

Participants - Program B

Frank W. Adelman
Department of Vocational Education
University of Arkansas
Fayetteville, Arkansas

Margaret Bott, Consultant
Apt. 2
500 N. Negley
Pittsburgh, Pennsylvania 15206

Dorothy G. Brown, Supervisor of
Student Teachers
416 Indiana Avenue
Iowa Falls, Iowa 50126

LeRoy B. Cavnar, Consultant and
Assistant Supervisor
Vocational Guidance
207 State Services Building
Denver, Colorado 80203

Wilson O. Crounse, Director
Student Personnel Services
Moberly Junior College
College & Rollins
Moberly, Missouri 65270

Joyce Fielding, Director
Admissions and Student Personnel Services
State Fair Community College
1900 Clarendon Road
Sedalia, Missouri 65301

Curtis R. Finch, Researcher
Department of Vocational Education
258 Chambers Building
Pennsylvania State University
University Park, Pennsylvania 16802

Program B - Continued

Francis L. Grable, Teacher-Coordinator
Distributive Education
208 Country Club Circle
Oklahoma City, Oklahoma 73110

Dick Grosz, Counseling Psychologist
University of Colorado
920 McIntire Street
Boulder, Colorado 80302

Genevieve Lynch, Guidance
701 W. Coates Street
Moberly, Missouri 65270

Arthur H. Miller, Assistant Professor
P.O. Box 144
Agricultural Mechanical Normal College
Pine Bluff, Arkansas 71601

Dale J. Prediger, Professor
College of Education
University of Toledo
Toledo, Ohio 43606

John G. Ray, Director of Guidance
Kirksville Public Schools
810 E. Normal
Kirksville, Missouri 63501

Jack C. Reed, Teacher-Educator
Department of Business Education
University of Northern Iowa
Cedar Falls, Iowa 50613

Charles I. Rhodes, Research Assistant
Department of Agriculture Education
2056 Agriculture Science Building
West Virginia University
Morgantown, West Virginia

Marvin Robertson, Research Intern
Department of Vocational Education
Michigan State University
East Lansing, Michigan 48823

James N. Thompson, Counselor
Personnel Services
208 Waters Hall
University of Missouri
Columbia, Missouri 65201

Program B - Continued

Alfred N. Weissman, Director
Pupil Personnel of Vocational-
Technical Education
#5 Nassau Circle
Creve Coeur, Missouri 63141

Bert Westbrook, Research Associate
North Carolina State University
1 Maiden Lane
Raleigh, North Carolina 27607

David W. Winefordner, Assistant Director
Division of Guidance & Testing
Ohio Department of Education
751 N.W. Blvd.
Columbus, Ohio 43212

EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION
PROGRAM EFFECTIVENESS

University of California - Los Angeles
August 17-22, 1969

Participants - Program C

Donald A. Bailey, Instructor
Industrial Education Department
J.M. Patterson Building
College Park, Maryland 20742

Robert F. Barnes, Coordinator
Research Coordinating Unit
Vocational Education Section
721 Capitol Mall
Sacramento, California 95814

Lawrence J. Barnett, Assistant Director
Center for Urban Education
12 Baberry Lane
Stony Brook, New York

Hilton M. Bialek, Senior Staff Specialist
Human Resources Research
Box 5787
Presidio of Monterey,
California 93940

Paul Bowdoin, Teacher-Educator
College of Education
Lucy Cobb Building
University of Georgia
Athens, Georgia

Dale E. Brooks, Director
Central Kansas Area Vocational-Technical School
Administrative Center
P.O. Box 545
218 East Seventh Street
Newton, Kansas 67114

Arthur E. Bruhns
14822 Grayland Avenue
Norwalk, California 93301

Patrick C. Carter, Director
Technical-Vocational Education
Diablo Valley College
321 Golf Club Road
Pleasant Hill, California 94523

Program C - Continued

David R. Coleman
Apt. 7
615 N. Pennsylvania Avenue
Lansing, Michigan 48912

Mary DeNure
The California Community Colleges
825 - 15th Street
Sacramento, California

Darl Dutt, Research-Coordinator
2650 Hermitage Avenue
Easton, Pennsylvania 18042

Arthur Edwards, Vocational Coordinator
Know and Care Center
San Mateo Union High School District
640 North Delaware Street
San Mateo, California 94401

Melchior S. Estrada, District Director
Vocational Education
6416 McAbee Road
San Jose, California 95120

James E. Gallagher, Instructor
Industrial Arts
Faculty of Alberta
University of Alberta
Edmonton, Alberta, Canada

Rulon R. Garfield, Director
Vocational Education
Ogden City Schools
2444 Adams Avenue
Ogden, Utah 84401

Dale G. Harris, Consultant
Department of Public Instruction
Vocational Education Branch
Grimes State Office Building
Des Moines, Iowa 50319

Michael P. Joseph, Research Director
Work Opportunity Center
107 S.E. 4th Street
Minneapolis, Minnesota 55414

Program C - Continued

Po-yen Koo, Director
Program Evaluation
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625

Jerry Levendowski, Teacher-Educator
Bureau of Business Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814

James Litle
Room 207
State Services Building
Denver, Colorado 80203

Morton Margules, Associate State Director
State Department of Education
Division of Vocational Education
225 West State Street
Trenton, New Jersey 08625

Ferman B. Moody, Assistant Director
Pennsylvania Department of Public Instruction
Box 911, Research Coordinating Unit
Harrisburg, Pennsylvania 17104

George O'Kelley, Chairman
Division of Vocational Education
College of Education
University of Georgia
Athens, Georgia 30602

John W. Rantala
Punahou Circle Apt. 308
1617 S. Beretania
Honolulu, Hawaii

Clodus R. Smith
Director of the Summer School
University of Maryland
College Park, Maryland 20740

Lee Stallings, Regional Supervisor
California Department of Education
Manpower Development and Training Unit
217 W. First Street - Room 809
Los Angeles, California 90012

Program C - Continued

Lucille Valinoti
Regional Supervisor
647 Flume Street
Chico, California 95926

James C. Young, Supervisor
Special Services
Kern High School District
2000 - 24th Street
Bakersfield, California 93301

STUDENT CHARACTERISTICS: A DETERMINANT FOR
PROGRAM PLANNING AND DEVELOPMENT

University of Minnesota - Minneapolis
October 6-10, 1969

Participants - Program D

Jack L. Abrahamson, Coordinator
Work Opportunity Center
Minneapolis Public Schools
Minneapolis, Minnesota 55400

Roy E. Almen, Assistant Director
Work Opportunity Center
Minneapolis, Minnesota 55400

Claire J. Anderson, Counselor
Senior High School
Stillwater, Minnesota 55082

Richard D. Ashmun, Associate Professor
Teacher Educator of Distributive Education
University of Minnesota
Minneapolis, Minnesota 55455

David G. Craig, Assistant Professor
Agricultural Education
University of Tennessee
Knoxville, Tennessee 37900

Raymond M. Davoli, Coordinator
Curriculum and Teacher Training
St. Paul Technical-Vocational Institute
St. Paul, Minnesota 55100

Rudolph J. Girandola, Director
Program Development
New Jersey Division of Vocational Education
Trenton, New Jersey 08600

Lloyd A. Malvin, Coordinator
Vocational Education
San Diego County
Department of Education
San Diego, California 92100

Lorraine S. Hansen, Associate Professor
Coordinator of Counseling
University of Minnesota
Minneapolis, Minnesota 55455

Program D - Continued

Marybelle R. Hickner, Associate Professor
Home Economics Education
Stout State University
Menomonie, Wisconsin 54751

Robert N. Illingsworth, Director
Student Personnel
Eastern Iowa Community College
Davenport, Iowa 52800

William Kavanaugh, Professor
Department of Industrial Education
University of Minnesota
Minneapolis, Minnesota 55455

Mary K. Klaurens, Assistant Professor
Distributive Education
University of Minnesota
Minneapolis, Minnesota 55455

June E. Kreutzkampt
Cooperating Supervising Teacher
Iowa State University
Ames, Iowa 50010

Sonia Leskow, Coordinator and Chairman
Guidance and Placement
Gary Area Technical-Vocational School
Gary, Indiana 46400

Warren G. Meyer, Professor
Distributive Education
University of Minnesota
Minneapolis, Minnesota 55455

John G. Odgers, Director
Division of Guidance and Testing
State Department of Education
Columbus, Ohio 43200

Arlin V. Peterson, Guidance Consultant
Pullman Public Schools
307 Terrace
Pullman, Washington 99163

George F. Pilant, Director
Research Coordinating Unit
Office of Superintendent of Public Instruction
Olympia, Washington 98502

Program D - Continued

Michael D. Ritland, Associate Professor
Educational Psychology
Stout State University
Menomonie, Wisconsin 54751

Carol B. Rosdahl, Supervisor
Health Occupational Education
Technical Education Center
Anoka, Minnesota 55303

James A. Scanlon, Assistant Professor
Vocational Education Department
University of Arkansas
Fayetteville, Arkansas 72702

Robert L. Singelstad, Counselor
Mankato Area Vocational Technical Institute
315 Dillon Avenue
Mankato, Minnesota 56001

Thomas E. Smolinski, Guidance Coordinator
Area Occupational Center
237 Walnut Street
East Aurora, New York 14052

Walter M. Stein, State Supervisor
Trade and Industrial Education
2133 Westminister Drive
Wilm, Delaware

John F. VanDerslice
Supervisor of Technology
Associate Professor of Industrial Education
Utah State University
Logan, Utah 84321

William L. Warner, Teacher-Coordinator
Distributive Education Program
Stillwater High School
Stillwater, Minnesota 55082

Emma Whiteford, Professor and Director
Department of Home Economics Education
University of Minnesota
Minneapolis, Minnesota 55455

Carl Yoder, Research Associate
Minnesota Higher Education
Coordinating Commission
St. Paul, Minnesota

APPENDIX B

PUBLICITY AND ANNOUNCEMENT LETTERS

Application Form

SPECIAL RESEARCH TRAINING PROGRAM

General Information

Name _____
(last) (first) (middle)

Mailing Address _____

_____

_____
zip code

Phone Number _____
area code

Educational History

Baccalaureate _____
major area school year

Masters _____
major area school year

Doctorate _____
major area school year

Other educational work _____

Number of graduate courses completed in Statistics___
No. of (Qtr.) hours___.
(Sem.)

Experience

Research Positions Held (last 5 years)

_____

_____

_____

Vocational Education Positions Held (last 5 years)

_____

_____

_____

-over-

Employment Responsibilities

Briefly describe the nature of your present position -

What current or recent research and/or program development efforts in vocational education have you been involved in?

Do you wish to be considered as a researcher or practitioner (consumer of research)?

Researcher_____
Practitioner_____

The four training programs are described in the attached brochure. Indicate your first, second, third and fourth choices in the appropriate blank space.

Program A - PLANNING VOCATIONAL EDUCATION PROGRAMS BASED UPON MANPOWER RESEARCH
October 26-31, 1969 ( )

Program B - PATTERNS OF CAREER DEVELOPMENT AS APPLIED TO VOCATIONAL EDUCATION
August 3-8, 1969 ( )

Program C - EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION PROGRAM EFFECTIVENESS
August 17-22, 1969 ( )

Program D - STUDENT CHARACTERISTICS: A DETERMINANT FOR PROGRAM PLANNING AND DEVELOPMENT
October 6-10, 1969 ( )

I agree that if accepted to participate in one of the above programs I will be in attendance for the entire five-day period. Further, I understand that no reimbursement for travel, per diem or other expenses incurred as a result of my participation can be provided by this training project.

_____
Signature

Please complete and return to:

Coordinator, Special Research Training Program
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1200 KENNY ROAD
COLUMBUS, OHIO 43210

July 8, 1969

Notice of Acceptance to the AVA Research Training Program

Dear

The selection committee is pleased to announce that you have been selected to participate in the Special Program for Research Training in Vocational Technical Education which will be held on October 26-31 at Pennsylvania State University, University Park, Pennsylvania. You have been specifically selected for Program A which will be devoted to the study of Planning Vocational-Technical Education Program Based Upon Manpower Research.

Individual program materials may be mailed to participants by your instructor for preparation purposes. A small registration fee may be charged.

If for any reason you are unable to attend the program, let us know as early as possible.

The director of your program may be contacting you and supplying other information concerning that program. If you have any specific questions concerning the program, please write directly to Dr. Jacob J. Kaufman, Professor of Economics and Director, Institute for Research in Human Resources, Pennsylvania State University, University Park, Pennsylvania.

Thank you for your interest and willingness to participate in this research training effort.

Very truly yours,

Dr. Neal E. Vivian, Director
Research Training Seminars

NEV/mec

In cooperation with the Division of Comprehensive and Vocational Education Research, United States Office of Education

The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

July 8, 1969

Notice of Acceptance to the AVA Research Training Program

Dear

The selection committee is pleased to announce that you have been selected to participate in the Special Program for Research Training in Vocational Technical Education which will be held on August 3-8, 1969, at the University of Missouri, Columbia, Missouri. You have been specifically selected for Program B which will be devoted to the study of Patterns of Career Development as Applied to Vocational-Technical Education.

Individual program materials may be mailed to participants by your instructor for preparation purposes. A small registration fee may be charged.

If for any reason you are unable to attend the program, let us know as early as possible.

The director of your program may be contacting you and supplying other information concerning that program. If you have any specific questions concerning the program, please write directly to Dr. Norman C. Gysbers, Associate Professor of Education, the University of Missouri, Columbia, Missouri.

Thank you for your interest and willingness to participate in this research training effort.

Very truly yours,

Dr. Neal K. Vivian, Director
Research Training Seminar

NKV/mec

IN COOPERATION WITH THE DIVISION OF COMPREHENSIVE AND VOCATIONAL EDUCATION RESEARCH, UNITED STATES OFFICE OF EDUCATION

The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
980 KINNEAR ROAD
COLUMBUS, OHIO 43212

July 30, 1969

Notice of Acceptance to the AVA Research Training Program

Dear

The selection committee is pleased to announce that you have been selected to participate in the Special Program for Research Training in Vocational Technical Education which will be held on August 17-22, 1969, at the University of California, Los Angeles, California. You have been specifically selected for Program C which will be devoted to the study of Evaluation of Vocational-Technical Education Program Effectiveness.

Individual program materials may be mailed to participants by your instructor for preparation purposes. A small registraion fee may be charged.

If for any reason you are unable to attend the program let us know as early as possible.

The director of your program may be contacting you and supplying other information concerning that program. If you have any specific questions concerning the program, please write directly to Dr. Melvin L. Barlow, Professor of Education and Director, Division of Vocational Education, University of California, Los Angeles, California.

Thank you for your interest and willingness to participate in this research training effort.

Very truly yours,

Dr. Neal E. Vivian, Director
Research Training Seminars

NEV:jmh

IN COOPERATION WITH THE DIVISION OF ADULT AND VOCATIONAL RESEARCH, UNITED STATES OFFICE OF EDUCATION

The Center For RESEARCH AND LEADERSHIP DEVELOPMENT IN
Vocational and Technical Education

THE OHIO STATE UNIVERSITY
1900 KENNY ROAD
COLUMBUS, OHIO 43210

July 8, 1969

Notice of Acceptance to the AVA Research Training Program

Dear

The selection committee is pleased to announce that you have been selected to participate in the Special Program for Research Training in Vocational Technical Education which will be held on October 6-10, 1969, at the University of Minnesota, Minneapolis, Minnesota. You have been specifically selected for Program D which will be devoted to the study of Student Characteristics: A Determinant for Program Planning and Development.

Individual program materials may be mailed to participants by your instructor for preparation purposes. A small registration fee may be charged.

If for any reason you are unable to attend the program, let us know as early as possible.

The director of your program may be contacting you and supplying other information concerning that program. If you have any specific questions concerning the program, please write directly to Dr. Howard F. Nelson, Chairman, Department of Trade and Industrial Education, the University of Minnesota, Minneapolis, Minnesota.

Thank you for your interest and willingness to participate in this research training effort.

Very truly yours,

Dr. Neal E. Vivian, Director
Research Training Seminars

NEV/nsc

IN COOPERATION WITH THE DIVISION OF COMPREHENSIVE AND VOCATIONAL EDUCATION RESEARCH, UNITED STATES OFFICE OF EDUCATION

APPENDIX C

PARTICIPANTS EVALUATION OF PROGRAM AREAS

CENTER FOR VOCATIONAL-TECHNICAL EDUCATION

RESEARCH TRAINING PROGRAM
PARTICIPANT'S EVALUATION

Please complete this form and return it to the Program Director, Neal E. Vivian, at the end of the Seminar.

. . . . . .

Please indicate by checking the blank, the program you participated in during the Research Training Program.

_X_ Program A PLANNING VOCATIONAL EDUCATION PROGRAMS BASED UPON MANPOWER RESEARCH

____ Program B PATTERNS OF CAREER DEVELOPMENT AS APPLIED TO VOCATIONAL EDUCATION

____ Program C EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION PROGRAM EFFECTIVENESS

____ Program D STUDENT CHARACTERISTICS: A DETERMINANT FOR PROGRAM PLANNING AND DEVELOPMENT

I. Program Evaluation - CONGRUENCE BETWEEN PROGRAM AND STATED OBJECTIVES

The objectives for all four programs are stated below. After each objective please indicate how successful the program was in accomplishing the stated objectives.

1. ORGANIZATION AND FACILITIES

Yes	No	
21	2	Did you obtain sufficient advance information about the conference?
22	1	Did you receive this information soon enough for making travel plans?
1	22	Did you have any difficulty with the application and registration procedures?
22	1	Did the program "run off smoothly"?
21	2	Were the break periods spaced properly?
20	3	Did you have enough opportunity for informal conversations?

2. ORGANIZATION OF THE PROGRAM

__5__ Excellent organization in meaningful sequence

__15__ Well organized

__3__ Adequate, but could be better

__0__ Inadequate organization

__0__ Confused and unsystematic

3. PROGRAM LENGTH

__11__ Program length was just right

__8__ Program was long, but acceptable

__3__ Program was short, but acceptable

__0__ Program was much too long

__1__ Program was too short to cover the content

4. DEGREE TO WHICH PROGRAM OUTCOMES MET MY PRIOR EXPECTATIONS

__3__ Program exceeded my prior expectations

__10__ My prior expectations were well met

__8__ Program was adequate in terms of prior expectations but could have been better

__2__ Program was barely adequate in this respect

__0__ Program completely failed to meet my expectations

5. HOW REALISTIC AND ATTAINABLE WERE THE OBJECTIVES AND OUTCOMES OF THE SEMINAR?

__5__ Very realistic and easily attainable

__10__ Capable of being accomplished by most participants

__6__ Adequate, or average

__0__ Lacking in realism considering time involved and type of participants

__0__ Completely unrealistic

6. APPLICABILITY OF CONTENT TO NEEDS

__5__ Content was exceptionally well related to my needs

__12__ Content was moderately well related to my needs

__5__ Content was adequate - could be better

__1__ Content was only slightly related to my needs

__0__ Content was completely unrelated to my needs

7. LEVEL OF CONTENT

__17__ Content level was just about right

__0__ High, but acceptable

__4__ Low, but acceptable

__1__ Content was far above level needed for my work

__0__ Level was entirely too low

8. OPPORTUNITY FOR QUESTIONS AND DISCUSSION

19 Ample opportunity

4 Moderate opportunity

0 Occasional opportunity

0 Rare opportunity

0 Never

9. GENERAL EVALUATION OF INSTRUCTION

7 Outstanding

10 Good

4 Satisfactory

0 Inadequate

0 Poor

10. TEXTS OR OTHER PRINTED INSTRUCTIONAL MATERIALS

5 Texts and materials excellent

12 Good

6 Adequate, but could be better

0 Text and materials need modification

0 Text and materials entirely inappropriate

11. CONTRIBUTION OF PROGRAM TO INCREASED JOB COMPETENCIES

3 Program will be of great value in increasing job competencies

17 Program will be helpful

2 Program will be of moderate value only

0 Program will be of little value

0 Program will be valueless

12. MEETING ROOMS OR ACCOMMODATIONS

19 Excellent

4 Good

0 Barely adequate

0 Poor

0 Completely inadequate

13. EVALUATION OF THE SPECIFIC MAJOR TOPICS

Please indicate how valuable the treatment of of each of the major topics was to you.

Program A	Maximum Value	High Value	Moderate Value	Limited Value	No Value
National Manpower and Occupational Projections	11	7	2	0	0
Community Manpower and Occupational Projections: A Case Study	4	7	4	4	2
New Directions in Manpower Policy	9	9	2	0	0
New Directions in Curriculum Planning	6	6	5	2	1
Workshop in Curriculum Development	5	7	2	6	0
What We Have Learned from Manpower Research	7	10	3	1	0
Summary of Reports from Individual Workshops	3	7	4	4	0
The Future of Vocational Education	9	2	6	0	0

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____Program C EVALUATION OF VOCATIONAL-TECHNICAL EDUCATION PROGRAM EFFECTIVENESS

____Program D STUDENT CHARACTERISTICS: A DETERMINANT FOR PROGRAM PLANNING AND DEVELOPMENT

I. Program Evaluation - CONGRUENCE BETWEEN PROGRAM AND STATED OBJECTIVES

The objectives for all four programs are stated below. After each objective please indicate how successful the program was in accomplishing the stated objectives.

1. ORGANIZATION AND FACILITIES

Yes	No	
15	2	Did you obtain sufficient advance information about the conference?
16	2	Did you receive this information soon enough for making travel plans?
3	15	Did you have any difficulty with the application and registration procedures?
16	2	Did the program "run off smoothly"?
15	2	Were the break periods spaced properly?
16	2	Did you have enough opportunity for informal conversations?

2. ORGANIZATION OF THE PROGRAM

__4__ Excellent organization in meaningful sequence

__11__ Well organized

__2__ Adequate, but could be better

__1__ Inadequate organization

__0__ Confused and unsystematic

3. PROGRAM LENGTH

__11__ Program length was just right

__6__ Program was long, but acceptable

__0__ Program was short, but acceptable

__0__ Program was much too long

__1__ Program was too short to cover the content

4. DEGREE TO WHICH PROGRAM OUTCOMES MET MY PRIOR EXPECTATIONS

__5__ Program exceeded my prior expectations

__5__ My prior expectations were well met

__5__ Program was adequate in terms of prior expectations but could have been better

__2__ Program was barely adequate in this respect

__1__ Program completely failed to meet my expectations

5. HOW REALISTIC AND ATTAINABLE WERE THE OBJECTIVES AND OUTCOMES OF THE SEMINAR?

6 Very realistic and easily attainable

8 Capable of being accomplished by most participants

2 Adequate, or average

0 Lacking in realism considering time involved and type of participants

1 Completely unrealistic

6. APPLICABILITY OF CONTENT TO NEEDS

7 Content was exceptionally well related to my needs

5 Content was moderately well related to my needs

4 Content was adequate - could be better

2 Content was only slightly related to my needs

0 Content was completely unrelated to my needs

7. LEVEL OF CONTENT

14 Content level was just about right

1 High, but acceptable

1 Low, but acceptable

0 Content was far above level needed for my work

2 Level was entirely too low

8. OPPORTUNITY FOR QUESTIONS AND DISCUSSION

14 Ample opportunity

2 Moderate opportunity

1 Occasional opportunity

1 Rare Opportunity

0 Never

9. GENERAL EVALUATION OF INSTRUCTION

6 Outstanding

8 Good

2 Satisfactory

1 Inadequate

1 Poor

10. TEXTS OR OTHER PRINTED INSTRUCTIONAL MATERIALS

3 Texts and materials excellent

6 Good

4 Adequate, but could be better

1 Text and materials need modification

0 Text and materials entirely inappropriate

11. CONTRIBUTION OF PROGRAM TO INCREASED JOB COMPETENCIES

6 Program will be of great value in increasing job competencies

9 Program will be helpful

1 Program will be of moderate value only

2 Program will be of little value

0 Program will be valueless

12. MEETING ROOMS OR ACCOMMODATIONS

14 Excellent

3 Good

1 Barely adequate

0 Poor

0 Completely inadequate

13. EVALUATION OF THE SPECIFIC MAJOR TOPICS

Please indicate how valuable the treatment of each of the major topics was to you.

Program B	Maximum Value	High Value	Moderate Value	Limited Value	No Value
"Career Development - What We Know"	5	8	4	0	0
Career Development: Implications for Vocational Education	5	9	2	1	0
Panel Reaction	1	3	7	4	1
Career Exploration Programs Kindergarten through Twelvth	6	8	1	1	1
Selecting Students for Vocational Education Programs	3	4	6	2	2
Establishing Vocational Education Programs	1	5	4	5	2
Placement: A Necessary Function in Career Development	1	9	4	2	1
Vocational Education Program Evaluation	3	4	8	1	0
Small Group Sessions	7	5	3	1	1

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___Program D STUDENT CHARACTERISTICS: A DETERMINANT FOR PROGRAM PLANNING AND DEVELOPMENT

I. Program Evaluation - CONGRUENCE BETWEEN PROGRAM AND STATED OBJECTIVES

The objectives for all four programs are stated below. After each objective please indicate how successful the program was in accomplishing the stated objectives.

1. ORGANIZATION AND FACILITIES

Yes	No	
15	3	Did you obtain sufficient advance information about the conference?
17	1	Did you receive this information soon enough for making travel plans?
3	15	Did you have any difficulty with the application and registration procedures?
16	2	Did the program "run off smoothly"?
18	0	Were the break periods spaced properly?
17	1	Did you have enough opportunity for informal conversations?

2. ORGANIZATION OF THE PROGRAM

__2__ Excellent organization in meaningful sequence

__8__ Well organized

__7__ Adequate, but could be better

__1__ Inadequate organization

__0__ Confused and unsystematic

3. PROGRAM LENGTH

__13__ Program length was just right

__0__ Program was long, but acceptable

__2__ Program was short, but acceptable

__1__ Program was much too long

__2__ Program was too short to cover the content

4. DEGREE TO WHICH PROGRAM OUTCOMES MET MY PRIOR EXPECTATIONS

__0__ Program exceeded my prior expectations

__5__ My prior expectations were well met

__9__ Program was adequate in terms of prior expectations but could have been better

__2__ Program was barely adequate in this respect

__2__ Program completely failed to meet my expectations

5. HOW REALISTIC AND ATTAINABLE WERE THE OBJECTIVES AND OUTCOMES OF THE SEMINAR?

__1__ Very realistic and easily attainable

__10__ Capable of being accomplished by most participants

__5__ Adequate, or average

__1__ Lacking in realism considering time involved and type of participants

__1__ Completely unrealistic

6. APPLICABILITY OF CONTENT TO NEEDS

__3__ Content was exceptionally well related to my needs

__5__ Content was moderately well related to my needs

__7__ Content was adequate - could be better

__3__ Content was only slightly related to my needs

__0__ Content was completely unrelated to my needs

7. LEVEL OF CONTENT

__10__ Content level was just about right

__2__ High, but acceptable

__4__ Low, but acceptable

__0__ Content was far above level needed for my work

__2__ Level was entirely too low

8. OPPORTUNITY FOR QUESTIONS AND DISCUSSION

13 Ample opportunity

4 Moderate opportunity

1 Occasional opportunity

0 Rare Opportunity

0 Never

9. GENERAL EVALUATION OF INSTRUCTION

2 Outstanding

8 Good

6 Satisfactory

1 Inadequate

1 Poor

10. TEXTS OR OTHER PRINTED INSTRUCTIONAL MATERIALS

0 Texts and materials excellent

10 Good

8 Adequate, but could be better

0 Text and materials need modification

0 Text and materials entirely inappropriate

11. CONTRIBUTION OF PROGRAM TO INCREASED JOB COMPETENCIES

2 Program will be of great value in increasing job competencies

8 Program will be helpful

4 Program will be of moderate value only

2 Program will be of little value

2 Program will be valueless

12. MEETING ROOMS OR ACCOMMODATIONS

13 Excellent

5 Good

0 Barely adequate

0 Poor

0 Completely inadequate

13. EVALUATION OF THE SPECIFIC MAJOR TOPICS

Please indicate how valuable the treatment of each of the major topics was to you.

Program C	Maximum Value	High Value	Moderate Value	Limited Value	No Value
Evaluation Procedures Used by a School to Study its total Program	1	6	5	2	1
Evaluation Related to Curriculum, Materials and Facilities	0	4	5	5	1
Evaluation Related to Students	1	4	5	3	2
Small Group Discussion	2	8	3	1	1
Large Group Discussion	3	5	4	1	2

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I. Program Evaluation - CONGRUENCE BETWEEN PROGRAM AND STATED OBJECTIVES

The objectives for all four programs are stated below. After each objective please indicate how successful the program was in accomplishing the stated objectives.

1. ORGANIZATION AND FACILITIES

Yes	No	
22	4	Did you obtain sufficient advance information about the conference?
25	0	Did you receive this information soon enough for making travel plans?
5	22	Did you have any difficulty with the application and registration procedures?
25	2	Did the program "run off smoothly"?
26	1	Were the break periods spaced properly?
22	2	Did you have anough opportunity for informal conversations?

2. ORGANIZATION OF THE PROGRAM

__6__ Excellent organization in meaningful sequence

__20__ Well organized

__2__ Adequate, but could be better

__0__ Inadequate organization

__0__ Confused and unsystematic

3. PROGRAM LENGTH

__9__ Program length was just right

__15__ Program was long, but acceptable

__1__ Program was short, but acceptable

__1__ Program was much too long

__1__ Program was too short to cover the content

4. DEGREE TO WHICH PROGRAM OUTCOMES MET MY PRIOR EXPECTATIONS

__5__ Program exceeded my prior expectations

__4__ My prior expectations were well met

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__1__ Program was barely adequate in this respect

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6. APPLICABILITY OF CONTENT TO NEEDS

__4__ Content was exceptionally well related to my needs

__18__ Content was moderately well related to my needs

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7. LEVEL OF CONTENT

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8. OPPORTUNITY FOR QUESTIONS AND DISCUSSION

14 Ample opportunity

8 Moderate opportunity

4 Occasional opportunity

1 Rare opportunity

0 Never

9. GENERAL EVALUATION OF INSTRUCTION

7 Outstanding

16 Good

4 Satisfactory

0 Inadequate

0 Poor

10. TEXTS OR OTHER PRINTED INSTRUCTIONAL MATERIALS

6 Texts and materials excellent

16 Good

5 Adequate, but could be better

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0 Text and materials entirely inappropriate

11. CONTRIBUTION OF PROGRAM TO INCREASED JOB COMPETENCIES

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0 Program will be valueless

12. MEETING ROOMS OR ACCOMMODATIONS

9 Excellent

16 Good

2 Barely adequate

0 Poor

0 Completely inadequate

13. EVALUATION OF THE SPECIFIC MAJOR TOPICS

Please indicate how valuable the treatment of each of the major topics was to you.

Program D	Maximum Value	High Value	Moderate Value	Limited Value	No Value
A Conceptual Framework for Program Planning and Development	6	15	4	1	0
Vocational-Occupational Education for the Seventies	2	7	12	4	0
Characteristics of Youth in Our Society	7	7	8	1	0
Student Learning Styles as a Determinant	6	10	7	1	0
Review of Research on Tools and Techniques Appropriate for Student Assessment	8	9	4	3	0
The Wrok Opportunity Center	9	8	5	3	0
The Young Worker Adjustment Problem	8	9	6	0	0
Vocational-Occupational Education in Action	5	1	9	9	0
Dinner Meeting	1	4	7	6	6
Panel Discussion	7	11	4	1	0
Small Group Activities	1	6	11	8	0

APPENDIX D

PARTICIPANT'S PLANS FOR APPLICATION OF SEMINAR OUTCOMES

RESEARCH TRAINING PROGRAM PARTICIPANT'S EVALUATION

Please indicate in the space provided below two or three ways that you plan to apply the outcomes that you have obtained from attending this program.

Responses are categorized to indicate frequency of choice.

Planning and augmenting research activities	21%
Counseling and classroom use	17%
Evaluation of on going vocational and research programs	16%
Manpower survey	16%
Vocational program planning and development	15%
Curriculum development	12%
Writing exemplary projects and programs	12%
Stimulating vocational student follow up	10%

Others include:

Development of evaluation strategies

Teacher education (pre and in service)

Stimulate follow up of vocational students